

The KAUST School Annual Report 2021-22

Join us as we reflect on our progress, look ahead, and celebrate our remarkable community.



The KAUST School Annual Report 2021-22

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Director's foreword

A message from Dr. Michelle
Remington

Director's foreword

Dear friends

Community is the glue that holds us together at The KAUST School. One of our strengths is in our diversity. Our community of students, families, staff and partners represent over 70 nationalities and bring a wealth of perspectives and experience.

It's a partnership I'm proud of and I'm immensely grateful to our community, without whose support we simply wouldn't be able to innovate and grow.

We've come a long way since fall 2009, when we first opened our doors to 250 students. During our first five years of operation, TKS earned initial accreditation from the Council of International Schools (CIS), New England Association of Schools and Colleges (NEASC), and from the International Baccalaureate Organization (IBO). This is a massive achievement in the life of an international school. In the first ten years, our school population grew by 1400 students. This rapid growth caused the school to change locations regularly

until 2014 when each division was finally settled onto the campuses where they are today.

In September 2019, as TKS prepared for the upcoming strategic planning cycle and triple evaluation process with CIS, IBO, and the Middle States Association (MSA), we conducted a review of our Mission, Vision, and Values statements to best reflect our current position as well as chart the direction for the future vision of the organization. This work was very much a



community effort, involving teachers, students, administrators, Board members, and parent representatives.

This resulted in developing three goals and 27 objectives to make up the 2020-23 Strategic Plan. Meanwhile, in March 2020, as we were crafting this ambitious plan, a global pandemic emerged and TKS moved to distance learning for the remainder of the school year and began the 2020-21 school year in August, also in distance learning mode.

COVID required great effort on the part of our whole community, and we are proud of the fact that we were the first school in Saudi Arabia to be able to offer face-to-face learning during the 2020-21 school year. We were pleased to move forward with the objectives in the plan, in spite of managing the complexities of the pandemic.

At the end of the 2021-22 school year, we are pleased to report to our community the progress that we have made, and what comes next in our plan. This publication will outline our goals, objectives, current progress, and examples of impact. I hope you take the time to enjoy this publication and celebrate the achievements TKS has had to date, as well as look forward to supporting us in our next steps for continued growth and improvement.



At TKS, we believe that we can truly be our best when we work together. Thank you for the part you play as a valued member of our community.

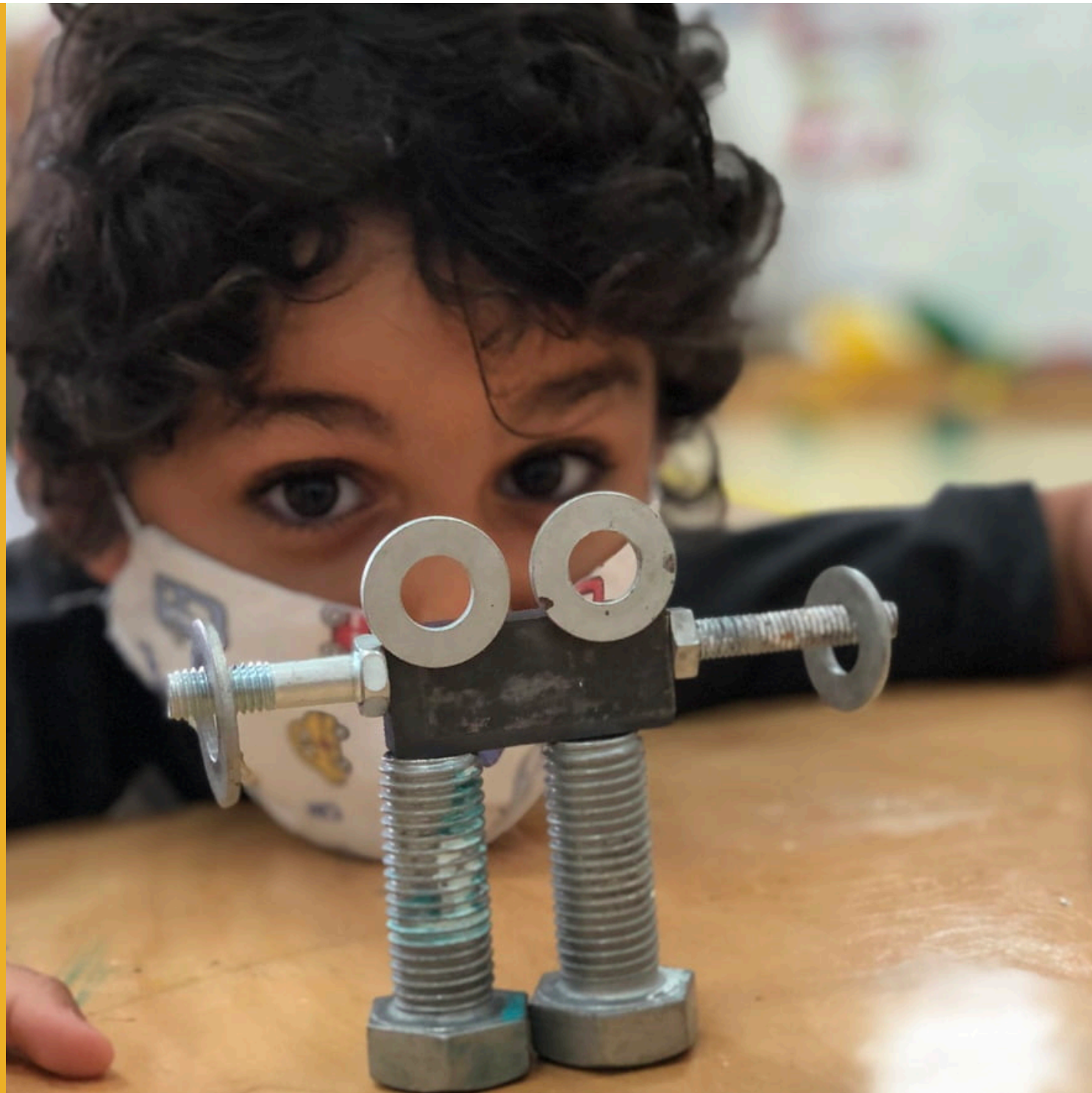


Our choir and ensemble put on a fantastic show at their long-awaited concert – the first since the pandemic.

Dr. Michelle Remington
Director,
The KAUST School

Learning

The first of our three main education goals.



LEARNING



Learning is one of our three main education goals.

The feedback we received from our community has helped inspire a series of objectives to elevate and expand our learning opportunities, in the column on the right.

To help unlock and realize this potential, we've identified key objectives against which we're measuring our progress.



 Elevate and Expand Learning Opportunities

Improve alignment across the school in all subject areas in order to ease transitions between grade levels, divisions and IB programs.

Provide more hands-on real world learning experiences for students.

Use analysis of the learning data to inform each student's class placement and provide recommendations for placement in High School courses.

Incorporate robust program choices that match student interests and appropriate level of challenge.

Enhance the school's relationship with KAUST University and provide more partnership opportunities.

1. Create a rigorous academic program that builds skills in core literacies.

Progress

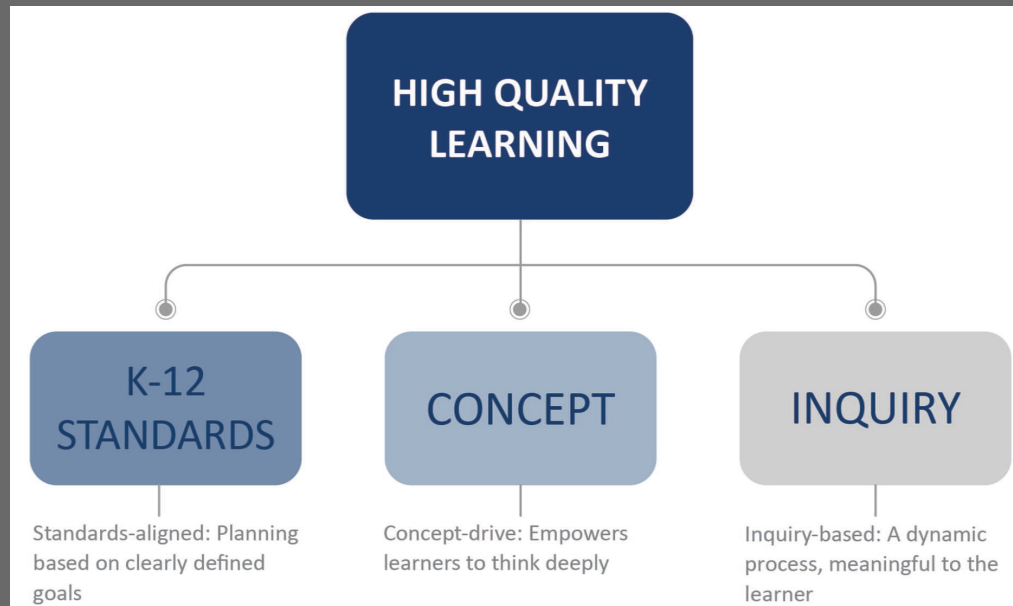
TKS has adopted a definition of high-quality learning that states: At TKS, high quality learning is a dynamic process

driven by clearly defined goals. It is meaningful to the learner and empowers them to think deeply, make connections and apply their understanding.

We have also adopted a set of Learning Principles that guide the teaching and learning process.

The TKS learning and teaching architecture ensures a focus on learning and continuous improvement.

- Pedagogical architecture to ensure our approach to instructional design is consistent and that planning includes opportunities for voice and choice for students, appropriate challenge for all students, and high levels of engagement based on the relevancy of topic.



- Curriculum architecture to ensure every component of the curriculum is clear and transparent to all teachers and students. This includes standards, concepts, instructional agreements and disciplinary practices.
- Contact architecture to ensure there is a high degree of collaboration across teachers both horizontally and vertically as well as K-12 instructors and administrators.



How will this help?

These architecture documents provide guidance and coherency to the leadership and teachers for how we conduct teaching and learning at TKS to ensure our students receive a consistent learning experience. This means our teaching and learning process is comprehensive in nature and that there is a structure to support the on-going development of high-quality learning at TKS.

This addresses any inconsistencies and helps to align our pedagogical practices across the school to ensure alignment across the different subject areas, divisions within the school (KG, GES, GSS) and IB Programs (PYP, MYP, DP). The architecture documents also



provide structures to ensure that the TKS guiding statements are practically implemented in student learning. This reinforces our identity as a school and enables us to onboard and orient teachers effectively, for them to understand their shared responsibility in delivering on these Learning Principles.

TKS LEARNING AND TEACHING ARCHITECTURE

TKS PEDAGOGICAL ARCHITECTURE

Principles and practices
about teaching for learning.
Definition of High Quality
Learning
Learning Principles
Definition of Intercultural
Learning
Teaching Vital Practices

TKS CURRICULUM ARCHITECTURE

Research-based disciplinary
and transferable outcomes.
Philosophies
Disciplinary Practices
Instructional Agreements
Conceptual Understandings
K-12 Standards

TKS CONTACT ARCHITECTURE

Systems and structures to
support professional collabo-
ration and growth.
TKS Professional Practices
Collaborative Inquiries
PLCs
Collaborative Planning
Coaching
Data retreats
MTSS
TKS-KAUST Engagement and
Enrichment

INTRODUCING

DEVELOPING

IMPLEMENTING

ESTABLISHED

We will:

- Create phase-based instructional agreements to identify the key tools and strategies which guide instruction in each subject.
- Support teams to use the K-12 instructional agreements and disciplinary practices to gather data about areas of strength and opportunities for growth within teams and to develop further consistency across divisions.
- Align teaching expectations to the Learning Principles.
- Review the guidelines to our Language and Assessment Policies to further improve consistency, clarity and continuity for students.

2. Adopt and implement internationally-benchmarked standards in all discipline areas K1-12.

- AERO* Standards for Literacy, Math, and World Language (*American Education Reaches Out, supported by US State Department)
- ACARA* Standards for Physical Education and Health (*Australian Curriculum, Assessment and Reporting Authority)
- C3* Framework for Social Studies (*College, Career, and Civic Life)
- NGSS* for Science, Engineering and Design (*Next Generation Science Standards)
- National Core Arts Standards for Art, Music, and Drama
- ISCA* for Guidance Counselling (*International School Counselor Association)

How will this help?

These standards cover the logical and research-based progression of knowledge, skills, and understandings that should be attained at each grade level. By adopting these standards, teachers have greater guidance on what content and skills should be covered in a grade level subject area based on what they have learned in previous years and what they will learn in the future.

It helps ease the transition process for students between grade levels, divisions, and IB programs. This also ensures a greater coherency in the K1-12 learning progression for all subject areas.



We will:

- Continue to **implement** curriculum standards deeply into instruction and assessment so they are fully **established**.
- Identify the ways in which the standards can provide data for teachers and students to monitor and adjust learning and to review curriculum.

INTRODUCING

DEVELOPING

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3. Increase student voice and choice to allow students to lead and engage in innovative, real-world learning opportunities.

Progress

At TKS, we use an inquiry-based approach to instruction which naturally allows students to follow an area of their interest within the scope of the learning outcomes for a given unit of study. Our teachers continue to strive to strike the balance between direct instruction of content standards, conceptual understandings, and allowing students the time and space to investigate independently in areas that are of interest to them.

The importance of student voice and choice in the teaching and learning process is that it increases their engagement, which ultimately improves student performance.

We're also striving to engage more deeply with KAUST to provide hands-on real world learning experiences for students.



Our grade level teams and departments are:

- Incorporating Sustainable Development Goals (SDG) into their units of study. Examples of these include Grade 5 students, whose PYP student exhibition projects are all linked to an SDG. In Grade 9, all students deeply researched an SDG of their choice.
- Engaging with a consultant, Innovative Global Education, to include more opportunities for real-world engagement through the Next Generation Science Standards (NGGS) and C3 (Social studies) standards.
- Designing units where students can take real-world action within the KAUST community as scientists, designers, social scientists.
- Carrying out internship programs – students choose an area of study that interests them and then explore that learning in a hands-on environment and real-world setting.

“

I worked with the IT Security Department to raise awareness about possible cybersecurity risks. This took the form of presentations, advertisements, and videos.

It helped supplement my learning because I am interested in the world of computers. It also enriched my work experience which is particularly important when applying to universities. It was a wonderful opportunity to meet people whom I otherwise might have not met.

Youssef Elhargrasy, Grade 12 student

[🐦](#) [in](#) [f](#)

INTRODUCING

DEVELOPING

IMPLEMENTING

ESTABLISHED



4. Develop our culture of data-informed decision-making.

- We've adopted an approach of data-triangulation to ensure that multiple independent data points are used when we're discussing student performance, school performance, or curriculum changes.
- We have a robust set of external and internal assessments that provide a comprehensive overview of school and student performance.
- Each division engages in a minimum of two data retreats each year - where teachers analyze data to make necessary adjustments to the instruction.
- The school has also hired a Data and Assessment Coordinator so that these efforts can be better aligned from K1-12.



Teachers are using multiple measurements to identify the best level of challenge for each student.

This allows the learning to be much more personalized and appropriate for each child.

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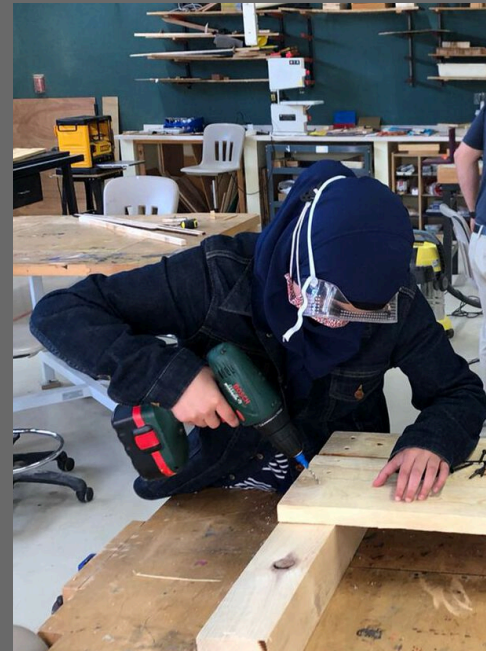
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5. Adapt and expand our current academic offerings.

We've introduced:

- 28 new courses over the last two years in GSS such as Robotic Systems Design, Spanish *ab initio*, Media Production and Communication, and Engineering and Innovation.
- A robust internship program. The TKS Internship Program is one of the High School courses offered. Launched in August of 2021, 30 High School students joined and successfully completed their internship in June 2022.
- Mixed grade levels in courses in GSS, including instrumental ensemble and vocal ensemble.
- More Arabic exposure in KG.
- Increased STEM learning in KG and GES.
- Modified diploma for students with intensive learning needs.



How will this help?

- Our students have more voice and choice than ever before.
- They're exposed to STEM concepts and resources at a much earlier age (KG / GES).

The Secondary School has a flexible academic program which allows students to choose from a set of robust course choices.

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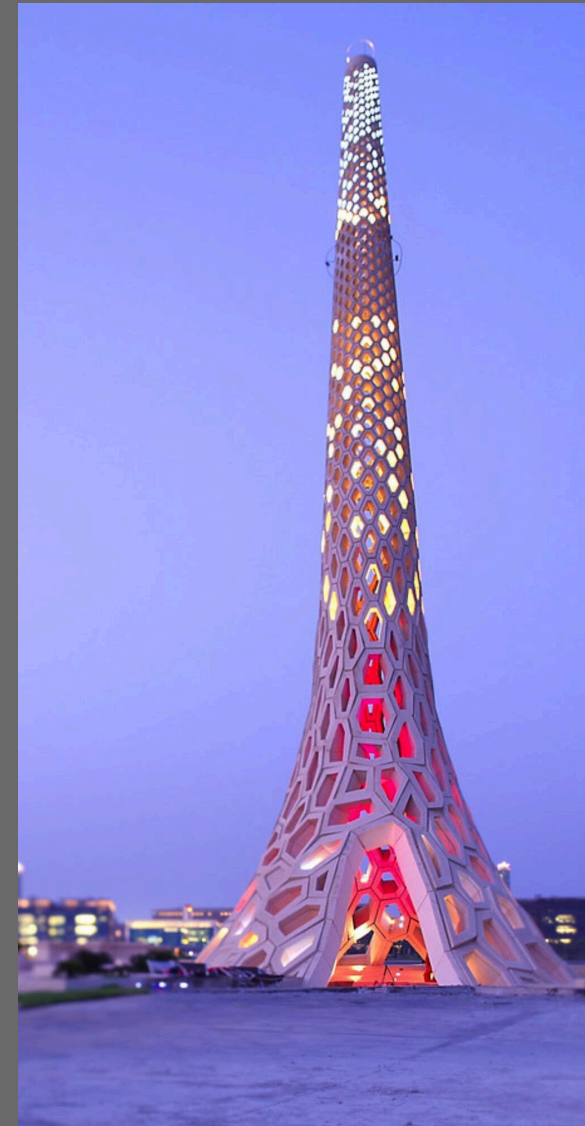
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6. Expand opportunities for experiential and hands-on learning by utilizing resources available at KAUST.

TKS and KAUST have expanded opportunities and identified the following ways to collaborate:

1. **Networking** – conversations, information exchange and developing relationships.
2. **Coordination/cooperation** – a simple interaction to share knowledge or information with students.
3. **Collaboration** – some elements of the activity are shared; curriculum aligned and/or extra-curricular (opportunity to enhance the curriculum with unique learning opportunity).
4. **Co-creation** – the program or activity is developed jointly by TKS and the University/ community and some elements are co-created; curriculum aligned and/or extra-curricular (augmented but separate).
5. **Partnership** – the program or activity aligns with the strategic plan, and ideas and plans are generated from the working partnership; all elements are fully delivered by a TKS and University/ community team; fully integrated in the TKS curriculum and University planning.

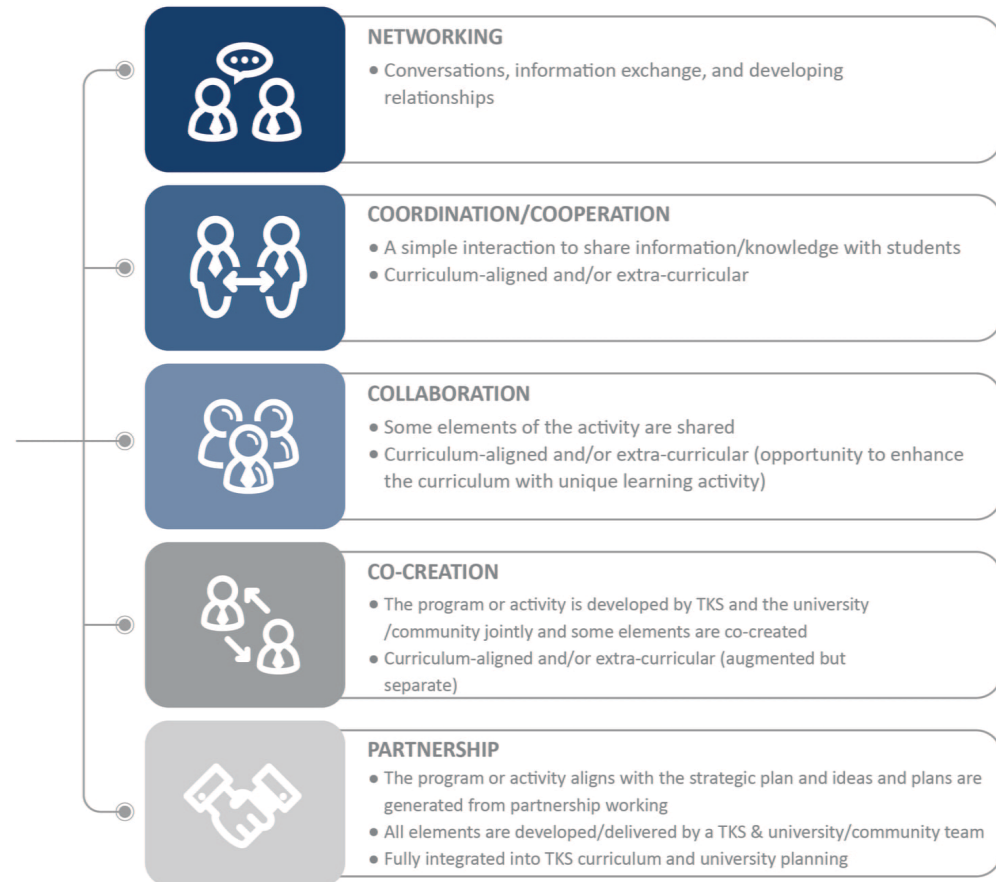


How will this help?

Through shared understanding, we create a single, common reference point for collaborations between TKS and the University.

There were always many ideas from both KAUST and TKS about ways we could collaborate to provide authentic learning experiences.

Now with dedicated personnel resources and understanding the levels of collaboration, we have a common language and framework for initiating, communicating and planning partnerships.



Examples of hands-on collaborations:

- Learning with the Center of Desert and Agriculture (CDA)
- Field trips
- Research Week
- Creativity and Innovation Week
- Grade 9 Sustainable Development Goals units

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7. Implement a multi-tiered system of support that is aligned in delivery method from K1-12.

Progress

We've adopted a three-tier system to identify students and ensure they receive the appropriate programming:

Universal Design is the delivery model that TKS has adopted for Learning.

By June 2022, all teachers have engaged in some professional development on this approach to address the tiered needs of our students.

- We've increased learning support teachers and teaching assistants in each division.

- **Tier one** – high quality instruction within the regular classroom (all students receive this).
- **Tier two** – additional supports and program modifications, coming from inside and outside of the classroom in small groups (Students with some additional learning needs receive this).
- **Tier three** – a need for more intensive support because the needs of the students are greater at this tier. Support takes place both inside and outside of the classroom and may be on a limited day or altered timetable (Students with more intensive needs receive this).



- We've enhanced and expanded our Talent and Enrichment program.
- We've added provision for Speech and Language Therapy.
- The Governing Executive Committee has adopted an updated admissions and inclusion policy.

How will this help?

Students will be served according to their level of need and the areas required. We're serving students who need additional challenge and enrichment through additional programming, online courses, and acceleration when appropriate.

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Engagement

The second of our three main education goals.



ENGAGEMENT

Engagement is the second of our three education goals.

The feedback we received from our community has helped inspire a series of objectives to enhance engagement through connections and contribution.

To help unlock and realize this potential, we've identified key objectives against which we're measuring our progress.



Enhance Engagement
through Connections
and Contribution

Our conversations revealed opportunities for TKS to:

Strengthen its profile with regard to universities around the world and to position students to make informed decisions about university applications and choices.

Establish more traditions and increase school spirit.

Have a dedicated resource to liaise with between TKS and KAUST to help build connections and create a strong partnership.

Expand the variety of co-curricular activities.

1. Increase student clubs and activities that allow students to develop leadership skills, intercultural competencies, and build on the values of diversity and responsibility.

Progress

- Clubs have increased their focus on leadership, intercultural competencies, diversity and responsibility
- Reviewed units in our curriculum design to directly tie into Sustainable Development Goals
- Appointment of Edible Education and Sustainability Coordinator in 2022
- Created more opportunities for students to take action that have a positive impact on the world



During the Holy Month of Ramadan, TKS students prepared food hampers for neighboring families in partnership with charitable associations in the Jeddah region. This was the seventh year of the school's annual Sharing is Caring initiative.

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2. Increase access to college and career counseling and implement programs for students to build awareness of opportunities.

- TKS has hosted in person and online College and Career Fairs with universities represented from Saudi Arabia, USA and Europe. The college counselor has also utilized KAUST master's and PhD students to serve as college representatives for their *alma maters*.
- We invested in a college and career counseling consultant and also hired a full-time college counselor.
- We adopted new software program, Maia Learning, to help track our students' progress during the university selection process, maintain accurate data, and improve communications with students and parents throughout the process.
- Our admissions to highly selective universities over the past few years has increased.
- Our transcript has gone through revisions to better communicate the program of studies that our students complete.
- TKS' Director has toured US universities to make connections and promote TKS graduates.



How will this help?

We continue to follow the “best fit” philosophy, which means that the counselor works with the student and parents to determine the university application list based upon the best chance of success for admission, when considering factors such as:

- Selectivity of university
- Specific field of study
- Geographic location
- Where the student wants to study
- Financial obligation that the family can support



This all helps raise the profile of a TKS education by placing graduates in a wide variety of universities around the world.

Our students are more informed of their choices for post-secondary education and so are receiving more acceptances from well-known institutions.

Students are well-positioned to make informed decisions that will have a positive impact on their undergraduate performance.



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3. Increase the number of co-curricular offerings within a comprehensive scope and sequence for athletics, arts, and STEM skills and dispositions.

- We have increased the number of co-curricular offerings from 0 to 17 in KG, 96 to 114 in GES, and from 30 to 144 in GSS in the areas of STEM, Creativity, Health & Wellness, Leadership & Service.
- We maintained a robust co-curricular structure through 2020–2021, throughout COVID-19 restrictions, and introduced a number of new activities throughout the 2021–22 school year. This included the Duke of Edinburgh International Award, Science Olympiad and Destination Imagination. We also introduced some new sports, such as golf, swimming and tennis.

How will this help?

Our students have more access to after-school programming than ever before, balanced with exposure to arts, athletics, leadership, and service. We're continuing to work to establish more traditions and increase school spirit.

Engagement by choice builds our students' pride in their school and helps them develop as well-rounded individuals. Participating in these types of activities also aids the university application process for older students.

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4. Create a two-way partnership which allows increased engagement between TKS and KAUST.

- TKS moved organizationally to report to the Office of the Provost.
- A new KAUST-TKS Office of Engagement & Enrichment was created, with the appointment of a Director. This position has been critical to help connect TKS to the learning opportunities within the University.
- We have a strong partnership with Center for Desert Agriculture, with the development of an edible education program and school garden. The planning began in 2020 and the school garden is set to open in September 2022.
- We implemented a successful internship program in the school year 2021-22. Thirty students in Grades 11 and 12 were placed in different jobs around the KAUST community.
- TKS has also closely collaborated with multiple departments and divisions such as KAUST Smart, Core Labs, Red Sea Research Center, Office of Sustainability, and Security for specific projects and events.



A visit to KAUST from F1 racing star, Lando Norris, who raced TKS student-designed cars.

How will this help?

This is likely the greatest “value-added proposition” that we offer our students. By continuing to take full

advantage of the amazing resources that are available, due to our close relationship with KAUST, TKS students have the opportunity to experience learning in ways that students in other schools are not able to.

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TKS with KAUST Smart and Falconviz

The appointment of the Director of Engagement and Enrichment has created a dedicated resource to liaise with many different people at TKS and the university and look to build viable and relevant connections.



GES World Creativity and Innovation

5. Build a culture of contribution where teachers and students support activities outside the regular curriculum.

Progress

In GSS and GES, almost all of our teachers and administrators contributed to our co-curricular program. At KG level, this program is in the developmental stages and a large number of KG teachers helped to support the initial year of activities during the 2021-22 school year. We're also developing a culture of secondary-aged students supporting after-school programs for elementary-aged students. This program became more formalized in cycle 4 this



year in the elementary program, as COVID restrictions were lifted.

How will this help?

We have a robust co-curricular program for students that we offer both during and after the school day, thanks to the commitment of our TKS faculty, staff, and administration.

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Well-being

Well-being is the final of our three education goals.

WELL-BEING

Well-being is the final of our three education goals.

The feedback we received from our community has helped inspire a series of objectives to ensure a commitment to well-being.

To help unlock and realize this potential, we've identified key objectives against which we're measuring our progress.



Ensure a Commitment
to Well-being



WELL-BEING
Belonging
Personal Growth

Our conversations revealed opportunities for TKS to:

Hold the highest standards for international schools around child protection.

Use consistent approach and a common vocabulary around social-emotional learning for students and teachers.

Improve support during the unique developmental stage that students experience between the ages of 10-13.

1. Create a program focused on well-being and child safeguarding.

- All adults at TKS (teachers, staff, assistants, contractors) who come in regular contact with children have undertaken child protection training.
- Our HR team conducts background checks on all employees working at TKS prior to employment.
- Students can report any safeguarding or bullying concerns that they may have via an anonymous platform.
- We implemented six well-being sessions for our faculty and staff in collaboration with HR during the 2021-22 school year.
- TKS has adopted Vector Solutions to track the child protection training and has partnered with Safe Schools to provide module-based online training.
- TKS also adopted a centralized and confidential software package (CPOMs) to track student concerns related to child safeguarding.
- With an eye to multi-disciplinary support for families, we partner with KAUST Health and HR to ensure a holistic approach to support families in need.

How will this help?

We're committed to the safety of all students and have implemented training for everyone working with students. Our three new software systems support our need to track data related to child safety.



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2. Build a comprehensive scope and sequence for guidance counseling and wellbeing

- We've adopted the International School Counseling Association (ISCA) standards and utilized a variety of resources to deliver the counseling program. Some of the program resources include: Second Step, Character Strong, and Positive Discipline.
- Nearly all TKS teachers from K1-12 are trained in Positive Discipline. There is a commitment to continue this training for the coming year to embed this approach into the school culture. Parent training has also been provided by TKS teachers to ensure that common language can be used from home to school.
- We build our school schedules to include morning meetings or advisory sessions for students in all divisions. This time provides teachers and students the opportunity to address the social emotional aspects of learning.



How will this help?

We're establishing a curriculum for the wellbeing and social development for students based on international standards.

This brings a consistent approach and a common vocabulary around social emotional learning for students and teachers.

A strong program that addresses our students' social emotional learning leads to a strong academic program. Students learn best when they are in a psychologically-safe environment and feel supported. This helps to build confidence in our students and supports a positive school culture.

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3. Implement robust measures to address child safeguarding.

Progress

An emphasis on child safeguarding measures and training are a fixture at the start of each school year, for new and returning staff.

Every year, each new and returning staff member must complete training in the basics of first aid, and TKS's child protection and safeguarding handbook, culminating in an online assessment.

Additionally, each year all staff sign-off on the TKS Code of Conduct. We provide appropriate specific training for those in specialized roles such as PHE, staff who work in labs, and staff who take students on adventurous activities or out of Kingdom.

How will this help?

Child safeguarding is rightly a high profile expectation of professional practice in the school. We have put rigorous training and supporting systems around safeguarding in place every year for anyone involved in working with students. Re-focusing all staff at the start of each school year helps ensure that our faculty are always alert to risks.



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4. Review grade level groupings and related systems and structures to appropriately support students.

Progress

Developmental needs, academic proficiency, and age guide us to determine instructional groupings at TKS. This has allowed us to:

- separate age groups for specific and appropriate developmental environments.
- combine age levels for academic instruction – when instruction can be more effective by addressing a specific level of proficiency, such as when learning an additional language.

Creating a Middle School (Grades 6–8) and High School (Grades 9–12):

- Teachers are aligned to either the Middle School (MS) or the High School (HS).
- We've identified areas within the physical building areas for the different age groups.
- Students eat and socialize within their age groups in separate lunch periods.

From the 2023–24 school year, the divisions will officially become separate divisions.

- There will be a Middle School Principal and a High School Principal.



- We're creating a new building to support the growth of the Secondary School.
- Classrooms in the new building will be primarily dedicated to HS students.

How will this help?

As TKS has grown and curriculum approaches have shifted, there have been opportunities to create more mixed-age groupings. We've done this to address



instructional levels in elementary and secondary. This growth has also allowed the Secondary School to separate into two distinct divisions of Middle School and High School.

This shift addresses the wellbeing and academics for students. It allows for TKS to better support the unique developmental stage that students experience between the ages of 10–13. It allows us to better support the transition

from Elementary School, where students are with one teacher most of the day, to High School where students have eight different teachers over two days.

In Middle School students will have two core teachers versus the one they had in elementary. This prepares them for the changes to come in Grade 9. This shift also supports our focus on child protection to ensure that students are

educated and socializing with students within their appropriate age group.

In addition to the Middle School and High School separation, we can address different concerns created by mixing age groups in certain classes.

For world languages in Secondary School, we are able to create classes based on the level of language proficiency rather than simply age and this has allowed us to focus instruction better.

Mixing age levels in elective classes has also allowed us to greatly increase the number of



electives we can offer. We only mix classes within the Middle School (Grades 6–8) and within the High School (Grades 9–12) to keep developmental levels together.

This goal is closely tied to the goal of expanding learning opportunities for students. This also has addressed the need to support students with learning needs as well as students who need additional challenge.

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5. Implement programs that support student transitions into, within, and out of the school.

Progress

We're developing transition programs for both students and teachers, and have created opportunities for:

How will this help?

When students move from one division to another, we want to make the transition as positive as possible, academically, socially, and emotionally. We have looked at the curriculum to improve the flow and remove

- K3 and Grade 1 teachers to observe the routines and physical spaces that the children experience.
- A transition focused "moving up" day is provided for students in K3 and Grade 5.
- Our counselors in GES and GSS partner to ensure that there are transition opportunities for the final month of school before summer holiday for Grade 5 students moving into the Middle School.
- Our student leaders act as mentors and guides to help the younger students transition.

gaps. We have looked at our wellbeing program and aligned it across divisions, and we provide students with the opportunity to experience the physical space in the new division before the first day of school through the "Moving Up" day program.



I was impressed by how TKS managed the transition for my son, Safeer Ahmad ,starting Grade 9, transitioning from Middle School to High School. My twin girls, Aroosa and Fareeha, also transition together this year to Grade 4.

"At what could be a stressful time for children and their families, the process was smooth, considered and reassuring. Safeer is thriving and happy in Grade 9, and my two girls are very excited to start Grade 4.

Sadiqa Saddique, Parent

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Operations

Our three education goals are underpinned by our school's operational goals

OPERATIONS

Our three education goals are underpinned by our school's operational goals, below.

Support and develop our people

Provide necessary professional development that will nurture talent and build organizational capacity.

Progress

Our teachers report that one of the strongest aspects to the school is their access to professional development. They continue to engage in a wide range of opportunities that are provided within the school, through accessing outside consultants, as well as travel to conferences outside of the Kingdom when necessary. Over the last two years, we've offered a range of professional development to our teachers, including:



- Visible Thinking
- Readers and Writers Workshop
- Curriculum Design and Standards Implementation
- Positive Discipline
- Unit Design and Depth of Knowledge
- Arabic Language
- Next Generation Science Standards Implementation
- Implementation of the International School Counseling Standards
- Universal Design for Learning

Attract and retain high-quality international educators.

Progress

Each year, TKS becomes more well-known on the international teaching circuit. We attract teachers from some of the best international schools in the world. What attracts teachers to TKS are the same reasons that

teachers stay at TKS, in the table below.

We're proud to retain teachers at a better rate, than our peer, top-performing international schools worldwide.

- the professional environment
- well-established leadership team
- connected network of experienced international educators
- professional development opportunities
- salary and benefits package, which we review and benchmark with peer schools to stay competitive in the current market

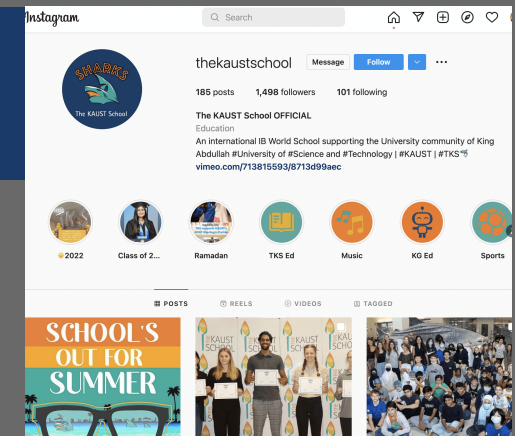


Advance TKS through communication.

Our objective was to modernize and streamline our approaches to communication.



- TKS has launched an active online presence on social media with both Facebook and Instagram in the last 12 months with over 1,500 new followers on Instagram.
- We've replaced our email communication strategy with the weekly FOCUS newsletter, which contains all the essential information for the week ahead across all school divisions.
- We publish TKS WAVE magazine on a quarterly basis. We've re-branded the look and it's available both online and in print form.
- The annual demographics and school data profile produced annually in October has a new look aligned to the school's brand.
- We've updated the look and feel of the High School profile, which we publish each September.
- We plan to launch a new website in the fall.



We successfully rebranded our communications and have developed brand guidelines to ensure that we communicate with consistency and clarity. We aim to give our international community an excellent customer experience.

In May 2022, we started to build a sustainable alumni network to support TKS and enhance brand recognition locally and globally.

Provide mission-aligned facilities.

We want to create learning environments that are inspiring, modern and innovative. In order to enhance teaching, learning and well-being, we've involved educators and architects in the building plan.

Progress

A new building is approved to be delivered by August 2024 containing:

- a double gymnasium
- a fitness center multipurpose room
- seven additional classroom learning spaces



building and sliding doors were installed between classrooms. This expanded our learning spaces and allowed for more innovative ways of teaching.

In summer 2022, we're planning to improve science lab spaces and locker rooms as well as replace furniture throughout the Secondary School. We will also be constructing Organic Garden spaces on the Harbor (KG) campus and the Gardens Campus, thanks to a grant in collaboration with the Center for Desert Agriculture.

This will also be supported by a new kitchen renovation which will help to establish the Edible Education Program at TKS.

We're working with Fielding International, an international education design firm, which is providing renovation plans to update the current buildings on the Gardens Campus. External doors were added to many classrooms in the Elementary

Provide high quality support services that facilitate the educational experience

Progress

TKS has an Operations Manager who oversees the facilities and maintenance in collaboration with the facilities management department. We have also appointed an IT Director who works in collaboration with KAUST IT.

These support services ensure that teachers and students have everything they need to access learning in a seamless manner.

Ensure appropriate and consistent financing, and promote effective governance.

Progress

The governance structure of TKS shifted from the Board of Education to the Executive Committee.

The membership of the Executive Committee consists of the:

- Chief Human Resources Officer
- Provost
- VP Community Life
- VP for Strategic National Advancement
- University Faculty representative
- Parent Representative

Members at large include the President and Chief Financial Officer. This shift allows us to engage with the leadership of KAUST in strategic discussions about how the school can best serve the university, the Saudi 2030 vision, and ensure the proper resource support to deliver on the Strategic Plan.



Ensure consistent financial support to meet the goals of the Strategic Plan

Progress

The budget has been developed, approved, and adhered to each year in support of the Strategic Plan. The new governance structure supports this process.

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